

Case Study of Infants and Toddlers Identified for AzEIP Services

Case Study 1: Nick B.

Case Study:

Out of state
transfer from Part
C

Each state has its
own eligibility
criteria for Part C

*“...from all this
information... the
team was able to
establish that
Nick... was
eligible for
AzEIP”*

The B. family was moving to Arizona from Nebraska where their 2 year old son, Nick, was receiving early intervention services for speech and language development from their local school district (Nebraska is a state in which both the Part C and Part B programs are administered through the State Department of Education). When Ms. B. called the special education department in the school district in which they were moving to establish the transfer, the preschool specialist, Pat Murphy, took the call. Since Nick had just turned two years old, Pat explained AzEIP to Ms. B.. She told her that each state had their own eligibility criteria and that the first step would be to determine if Nick met Arizona's eligibility criteria. She explained that Ms. B. would work with the local AzEIP Interim Service Coordinator, Suzanne, to help determine eligibility.

From the information Ms. B. provided, Pat completed the top portion of the **Arizona's Child Find Tracking Form** and faxed it the next day to Suzanne. Within 15 calendar days, Suzanne had contacted Ms. B. and received all of Nick's evaluations and records from Nebraska. From this information, Suzanne and the AzEIP eligibility team was able to establish that Nick had a documented 50% delay in speech and communication development and was eligible for AzEIP. Suzanne completed the center section of the **Arizona's Child Find Tracking Form** and faxed it back to Pat for the school's records.

Case Study 2: Jenny H.

Case Study:

PEA referral to
AzEIP

Delay in
evaluation – PEA
filed an **Alert**

DES/AzEIP
intervened

Eligibility
determination
expedited

On the first day of school, Ms. Brewer, the first grade teacher noticed that the small infant in Ms. H.'s arms was extremely fussy and agitated. The infant seemed to jump at every noise and change in position. Ms. H. told her that the infant, Jenny, who was now six months old, had been born prematurely and was a very “difficult” baby. Jenny was not doing the same things that her brother or sister did when they were her age. She was difficult to soothe, wasn't showing interest in toys or reaching out to her mother. Ms. H. was concerned and very puzzled.

Ms. Brewer remembered from the district in-service on AzEIP that Ms. H. could be referred to Child Find for help in understanding Jenny's development and for possibly accessing early intervention supports and services. She asked Ms. H. if she would be interested in finding out more about AzEIP. Ms. Brewer contacted

the secretary in the special education office, Ms. Conley, who was the designated Child Find Contact for the district to initiate the referral.

Although Ms. Conley faxed the **Arizona's Child Find Tracking Form** on August 18th, she heard nothing from the AzEIP Interim Service Coordinator, Cathy, until she called on September 17th. Cathy explained that there was a delay in scheduling an evaluation for Jenny for another 45 days. Ms. Conley completed the **Alert** portion on the **Arizona's Child**

Find Tracking Form and faxed it to the Arizona Department of Education/Child Find Unit. The Child Find Unit contacted the DES/AzEIP office to alert them of the potential for exceeding required timelines for Jenny H. A Program Specialist from DES/AzEIP contacted Cathy, the AzEIP Interim Service Coordinator, to explore other possible options for Jenny's evaluation, including Early Periodic Screening, Diagnosis and Treatment through the Arizona Health Care Cost Containment System health provider. Cathy contacted the health plan provider to obtain a date for Jenny's evaluation during a regular office visit. On September 25th, Cathy sent a copy of the arrangements for evaluation to Ms. Conley, DES/AzEIP, and the Arizona Department of Education/Child Find Unit.

Case Studies of Children Identified for Preschool Special Education

Preschool Speech/Language Delay:

Suzie was found eligible for speech/language services as a preschooler. She was able to identify many words and concepts by pointing. She was also able to follow simple two to three step directions given verbally. However, she was unable to verbally express her understanding of concepts through the use of words and this often created frustration within her. She was able to exhibit excellent problem-solving skills to navigate her environment. All other domain areas were ruled out as not being of concern. Hearing and vision were normal.

Preschool Moderate Delay:

John was found eligible for services as a preschooler in the areas of communication and cognition. Understanding and using language to express his needs and wants was very limited. Utilizing some basic signs assisted his family with understanding what he was trying to communicate. Problem-solving during playtime was difficult for him unless he was cued or given some choices of possible solutions. Basic concepts such as matching shapes, colors, and numbers was just beginning to emerge. Following simple commands was difficult for him unless his caregiver assisted him with "hand-over-hand" assistance. Recent hearing and vision screening results were within normal limits.

Preschool Severe Delay:

Sarah's evaluation revealed concerns in all domains. Before she and her family were in a car accident, she had been developing her milestones in a timely manner. Now her communication and cognitive skills are significantly delayed. Her communication board is a great asset for her so she can indicate her needs and wants and make choices to function in the world around her. Her gait is slow and unsteady but she is able to walk with the assistance of her walker. Due to her involvement in the areas of communication, cognition and motor, they affect her ability to take total care of her needs in the self-help areas. This often leads to frustration that shows itself by way of angry outbursts. Sarah is receiving speech therapy, physical therapy, and counseling. She is also receiving interventions for cognitive and adaptive development from her special education preschool teacher. Her hearing and vision have been

determined to be within normal limits based on a functional assessment for these skills.

Case Studies of School-Aged Children Identified for Special Education

Joan was a 4th grade student at a public school. When in class, Joan often exhibited anxiety, excessive fear and depression but these did not usually interfere with her teacher's classroom management. In fact, Joan consistently received good reports on her behavior. She was described as a sweet, quiet girl who never bothered anyone. Joan had abnormal mood swings and she consistently failed to initiate interaction with other students. In fact, Joan often retreated from exchanges of social interaction. Classroom transitions created problems for Joan. Joan seemed to have good days and bad days. She was performing below grade level in both math and reading and Joan's teacher was concerned that she was not achieving to her potential. Joan's mother referred Joan for a special education evaluation. Within fifteen days the school responded to the evaluation request. The school conducted an evaluation and found Joan eligible for special education services as a student with an emotional disability. Joan now has an individualized education program and she is having more success in school.

James was a new 9th grade student at Washington High School. Several of James's teachers noticed that James exhibited poor short-term memory, poor concentration, and poor organizational ability. James showed an inability to accept more than one- or two-step commands simultaneously. James seemed to be slow in speech, thought and taking action. James' P.E. teacher reported that James often had difficulty understanding where his limbs were in relation to his body. James complained of neck pain and dizziness. James had a noticeably impaired social capacity resulting in self-centered behavior in which both his empathy and his self-critical attitudes were almost nonexistent. James' parents reported to his home room teacher that he has not been the same since he was in a car accident the previous summer. When James' homeroom teacher reviewed his previous school records for the 45-day screening requirement, he noticed a remarkable drop in James' performance from the previous year. For this reason, he was referred for a special education evaluation and found eligible as a student with traumatic brain injury. James now has an individual education program and he is making great progress in school.